MGMT 5120 P
Fundamentals of Leading and Managing Organizational Change
Fall 2020

Instructor
Dr. Linda Duxbury

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Course Time
5120P: Sept. 11th and 12th: 1PM to 5 PM
Sept. 25th and 26th: 1 PM to 5 PM

1. OBJECTIVES

“Its not the strongest of the species that survives, nor the most intelligent, but the one most responsive to change” Charles Darwin

“The greatest danger in times of turbulence is not the turbulence, it is to act with yesterdays logic” Peter Drucker

“There is nothing more difficult to take in hand, more perilous to conduct, or more uncertain in its success, than to take the lead in the introduction of a new order of things” Niccolo Machiavelli

It has been estimated that almost 80% of organizational change initiatives fail. This course was designed to help you understand why this may be the case and increase your awareness of how organizational leaders, managers, change agents and you personally can more effectively manage and deal with change. In the first six weeks of the course we take a "macro" view of change and address issues such as the following: What is change? What types of changes do organizations attempt and why? Why do so many change efforts fail? What is the difference between organizations that are successful in effecting change and those who are not? How can you tell if an organization if ready to change or not? What is the difference between management of change and leadership of change? How can organizational culture impact organizational change? In the second six weeks of the course we look at the impact of change on individuals (i.e. take a "micro" view) and examine issues such as: How do people react to change? Why do people resist change? How can organizations deal more effectively with resistance to change? What are the key barriers organizational leaders and managers are likely to face when implementing change? How can these barriers be overcome?
2. COURSE CALENDAR ENTRY FROM 2020/2021 GRADUATE CALENDAR:

How individuals, groups and organizations respond to change; overview of key change models and change strategy. At the micro level how individuals respond to change, how change should be managed, change management competencies and changing organizational culture. MGMT 5100 and 0.5 credit from MGMT 5111, MGMT 5113 or MGMT 5115; and registration in the Management and Change concentration or a grade of A- or better in MGMT 5100 and permission from the instructor.

3. PREREQUISITES

Students registered in this course who are doing the Management and Change Concentration must have successfully completed (or be currently registered in) all of the courses in the concentration before registering for this course. Students who are doing the minor in Management and Change must have taken .5 credits in Management and Change courses before enrolling in this course.

The School of Business enforces all prerequisites.

Cellular Phones:

The use of cellular phones IS NOT PERMITTED in this class. It is disruptive to the instructor and class members. If you carry a phone to class, please make sure it is turned off. If an emergency situation requires you to keep your cell phone turned on, please discuss this with the instructor prior to the class starting.

Drop Course Policy

Students can drop a course up until the END of the second week of classes. Students that drop a class in the third week will receive a WDN but will automatically have the grade changed to ABS. A grade of ABS is considered a failing grade. A required course will have to be taken again. Students with medical reasons and supporting documentation may petition the School to have the ABS grade changed back to WDN.

4. READING MATERIALS

With a few exceptions the readings are all provided to you on CULearn.

5. COURSEPACK FROM HBR:

This course pack includes the reading that are highlighted in yellow in the course outline below. Harvard indicated that this course-pack will cost $42.75 U.S. You can get the course-pack by clicking on the following link and following directions: https://hbsp.harvard.edu/import/745479

Harvard provides the following cautions on the Simulation: “This course-pack includes a multi-scenario simulation. Students will only appear in the simulation roster after they visit the course-pack link and acquire the course materials.” You will not have access to any material associated with the simulation until after you have acquired the course-pack. I will have access to who has purchased the course-pack.
and when they made the acquisition. You cannot do the simulation without acquiring the course-pack. Nor can you prepare for the case discussions. So please do not leave this until the last minute and do not think that you can “borrow” cases etc. from your friends -- as you cannot borrow the simulation and you cannot purchase just the simulation.

**CLASS FORMAT**

COVID-19 has impacted us all. It has changed how we work, how we socialize and how we take classes. As such there is nothing better to focus our lectures and discussions on in 5120 – a course in managing change – than on our ability, the economy’s ability and our countries ability to manage the changes forced on us by COVID-19. Preparing and teaching a course that is delivered on-line was a major change for me. I hope you will forgive me for the hick-ups that I am sure that we will encounter along the way.

I have elected to deliver the course in two ways. First, I have divided all my lectures from previous years into modules one through ten. These lectures represent the major content areas that you will need to be familiar with if you plan on either working in the area of change or you want to take a leading role within your company managing needed change moving forward.

There is an extensive body of literature (both academic and popular press) on the topic of change management. In fact, “Googling” the phrase “change management” results in 495,000,000 hits! When designing this course, I have tried to balance exposing you to many of the key readings in the area and workload. I am asking you to read around 20 to 50 pages of material each week before class. Most of these articles are not tough, and many are really interesting and/or provocative. The readings should also help you in completing the major assignment for this course. I hope you will enjoy them. To increase your exposure to key ideas and concepts I will refer to several dozen books and articles in when preparing my lectures. I am happy to suggest extra readings for those interested in the area.

Second, I have made every effort to come up with a way to engage you all in discussions on the topics covered in the lecture. More specifically, the course outline includes 16 hours of synchronous contact time. We will meet on Zoom as outlined below. Each contact session we will discuss several of the “discussion” questions included with each of the class modules followed by either a case (on SARS!), a simulation (Simulation One: The Zombie Apocalypse, Simulation Two: Implementing Change), or a pandemic focused discussion. We will also talk about leadership during the pandemic and analyze corporate vision statements.

**This type of course requires students to take responsibility for their own learning.** In order for an experiential course to be successful, students must do all the reading and homework preparation and participate actively in the classroom. Therefore, attendance is mandatory because what goes on in class is not a repeat of the readings but the heart of the course. If you have an emergency or a work commitment you that means you cannot attend class, please call me beforehand so we can make special arrangements if need be. There is a lot to do each class and we have to start on time. As such, it is important that you all “arrive” to the class on time – so I can focus on the class and the discussions and putting people in groups not “admitting late participants.” I will also expect that all students will have their video cameras on during all discussions.
5. **MARKING SCHEME**

Your grade will be calculated as follows
- 50% of your mark will be associated with the module assignments (10 assignments, 5 marks each),
- 15% of your mark will be awarded by me and depend on your participation in class and your performance on the simulations,
- 35% of your mark will be assigned to a final essay. The topics are as listed below

Anyone caught plagiarizing will fail the course.

**Module Assignments:** At the end of Modules One to Ten you will find two or three questions that I would like you to answer. Each write up should be 2 to 4 pages in length 1.5 spacing, moderate margins. Please email the assignments to me at linda.duxbury@carleton.ca

Assignments attached to Modules One to Five are due by 6 PM Sept. 6\textsuperscript{th} while assignments attached to Modules Six to Ten are due by 6 PM Sept. 20\textsuperscript{th}. Assignments received after the due date will be given a grade of Zero. What am I looking for in the answers to the assignments? Answer the question (in most cases I am asking you what you think about something) and make sure you justify your response. I will be looking for evidence in your response that you have watched the videos, read the PowerPoint notes and read the articles assigned to the module. Please use APA to reference readings/notes.

**Final Essay:**

Please write an essay on any of the topics below. I am expecting about 8 to 12 pages in length 1.5 spacing, moderate margins. Please email the assignments to me at linda.duxbury@carleton.ca In the essay I will be looking for evidence that you have watched the videos, read the PowerPoint notes and read the articles assigned to the module. Additional research may also be needed depending on what topic you pick. Please use APA to reference readings/notes.

- What has COVID-19 and this course taught you about your own response to change – both at work and at home? Will you do anything different moving forward? What? Why this?
- How do we prepare ourselves and our organizations to respond appropriately during times of disruptive change? Identify one country or company that you thought was well prepared and tell me why you think this. Identify one country or company that was not well prepared and again tell me why. What recommendations would you give either Trudeau OR the president of your company on how to be better prepared for change in the future.
- How is COVID-19 rewriting the future of the sector work in? What types of change is your sector experiencing? How is change being led in your sector? By whom? What will the “new normal” look like in this sector?
6. CLASS SCHEDULE

The following modules are all available on CU Learn. I have also put all the readings on CU Learn to make things easier. You need to buy the Harvard Business Course Pack to get two of the readings, the case and the simulations. Assignments are as noted below.

Module One: What is Change? Categorizing Change?

Readings:

Assignment for Class: Please answer all questions. One to 2 page answer for each question.
- Can there be such a thing as adaptive or continuous change or does all major change have to be episodic?
- Which of the models presented in this module helps us understand the changes wrought by Covid 19?
- What would Nicholson have to say about COVID and our reactions to social distancing?
- The past is the best predictor of the future? Agree or disagree

Module Two: Why do organizations need to Change?

Assignment for Class: Answer each of these questions. Two to four pages.
- Which are more important drivers of change – internal or external factors? Why do you say this?
- Which of the external factors I listed in the lecture are likely to have the most profound impact on business, governments and people over the next decade? (pick two or four and explain why you selected these two).

Module Three: Disruptive change

Readings:

Optional Reading

Assignment for Class: One to four pages.
- Slide 54 presents a list of possible disruptors in the next 10 to 15 years as identified by experts at McKinley?
- What do you think of this list given COVID-19?
- What would you add to this list? Anything you would take off? Why?
Module Four: Strategic change

Readings:

Assignment for Class: Two to four pages
Identify a sector that you are interested in
• Answer each of the questions outlined in Slide 20 with respect to strategic change in this sector

Module Five: Ambidexterity

Readings:

Assignment for Class: Two to four pages
Ambidexterity is critical in times of disruptive change.
• What do you think? Can business become more ambidextrous in times of crisis? If yes, how would they do this? If no, why not?
• Slide 24 – gave you the Ambidexterity Matrix. Identify a company that you think is in each of these four quadrants – and tell me why you placed them there.

Module Six: Organizational Culture

Readings: Looks like a lot but it is 50 pages and easy reading.
Butterfield, S. (2020). How I did it. The CEO of Slack on Adapting in Response to a Global Crisis, Reprint R2004A,
Schwartz, Gaito, Lennick, (2011) That's the Way We (Used to) Do Things Around Here, Strategy and Business, Spring, p. 2-10
Von Post, Eat Your Peas: A Recipe for Cultural Change, Strategy and Business, Summer, 2011(5 pages)

Assignment for Class: Two to four pages
A lot of people are now working from home. Will this make it easier or more difficult for a company to change its culture?
Where do you start if you want to change the culture of the organization?
• Focus on changing people’s attitudes and values – behaviour change will follow
• Change how people behave.. changes in attitudes and values will follow.
Module Seven: Leading Change

Readings:

Assignment for Class: Two to four pages.
• How can leaders apply the key lessons from the article “The Tipping Point of Change” within their organization when they are introducing and implementing the changes required by COVID -- OR
• Identify someone who you feel has been an excellent leader (country, company) during the COVID-19 Crisis. Why do you think that this person has been such a good leader (i.e. What have they done? Reference either the articles OR the slides when giving your answer).

NOTE: could you also send me a separate email outlining who you picked as a leader so that I can prepare for our discussion of this topic

Module Eight: Resilience and Readiness


Optional Reading

Assignment for Class: Two to four pages
Resilience (of individuals and organizations) and readiness for change are critical ideas when it comes to our ability to survive Covid:
• Identify an organization who you think is resilient. Tell me why you think they are resilient?
• Use Armenakis’s typology of readiness (slides 26 and 27) to classify the type of change many companies face because of COVID
Can you train someone to be resilient?

Module Nine: Resistance to Change


Optional Readings


Assignment for Class: Two to four pages
- What do you think? Is resistance to change inevitable? Why do you say this? What are the implications if your views on resistance are correct?  
- Why do you think that some people resist wearing a mask during COVID? How would K and S suggest that we reduce this resistance?

Module Ten: Implementing Change - Pushing for success


Assignment for Class: Two to four pages
There are three debates that link the idea of change and vision. What do you think?  
- Does vision help or hinder change?  
- Does vision drive change or emerge during change?  
- Is vision an attribute of heroic leaders or of heroic organizations  
Companies have to change to cope with COVID. Your manager comes to you and asks you for help implementing change in your organization. Who would you tell him to read: Kotter or Pfeffer and Sutton? Why?

PLUS – please send me an email that includes the vision statement of either the organization you work for OR a company that you are interested in. Can be a good vision statement OR it can be a horrible one. Your choice. I need to have this vision statement by Sept. 20th at 6 PM. I am going to use all your vision statements to run an exercise in class.
In Class Sessions

These sessions will be held synchronously using Zoom. Dates, times and expectations are as listed below.

Session One: Friday Sept. 11th, 1 to 4 PM

Discussion questions – Modules 1, 2, 3

Preparing for a crisis/emerging from a crisis
We will discuss the following questions during this session: How is COVID-19 rewriting the future of the sector you have selected to discuss? What types of change is it experiencing? What will the “new normal” look like in this sector?

I am going to divide you into discussion groups based on the sector you select from the following list:
- Education
- Health Care
- Entertainment
- Travel
- Retail
If you have a preference let me know by Sunday Sept. 6th at 6 PM. Otherwise I will randomly assign you to a sector.

Following readings should be helpful in preparing for this discussion
Harvard Business Review Article Collection Spotlight: Emerging from the Crisis, Reprint R2004B, HBR.org 17pages – In the Coursepack
- Scoblic, P. Learning from the Future: How to Make Robust Strategy in Times of Deep Uncertainty
- Roundtable with five CEOs: What is the Next Normal Going to Look Like?
- Kessler, D. Helping your team Heal

Session Two: Saturday Sept. 12th, 1 to 4
- Discussion questions – Module 4, 5
- CASE: SARS Outbreak in Toronto, W13686 This is how to communicate and restore trust during crisis

Session Three: Friday Sept. 25th, 1 to 4 PM
- Discussion questions – Modules 6, 7 (the leaders you identified)
- Leadership Simulation: Patient Zero. We will be doing the HBR simulation. There is a lot of prep work for this simulation so make sure you do it – 3 hours
Session Four: Saturday Sept. 26th, 1 to 4
- Discussion questions – Module 8, 9, 10 (your vision statements)
- Leadership Simulation: Patient Zero. We will be doing the HBR simulation. There is a lot of prep work for this simulation so make sure you do it – 3 hours

Optional Readings

Leading in times of Crisis

How to Lead in a Time of Crisis: Harvard Business Review Special Issues, Summer, 2020:
Heifetz, R., Grashow, A. and Linsky, M. Leadership in a (Permanent Crisis)
- Argenti, P., Crisis Communication: Lessons from 9/11
- Dutton, J. et. al., Leading in Times of Trauma
- McGinn, D. Leading not Managing in Crisis
- Rikleen, L. In New Jersey, Good Crisis Management Has Mitigated Sandy’s Impact
- Hagen, J, Lei, Z., and Shahal, A. What Aircraft Crews Know About Managing High-pressure Situations
- Reeves, M. et al., How Chinese Companies have Responded to Coronavirus
- Shapira, A., How to Reassure your Team when the News is Scary
- Goldsmith, M. Preparing your Company for a Crisis
- Sutton, R. How to be a Good Boss in a Bad Economy
- Banks, J. and Coutu, D. How to Protect your Job in a Recession
- Clearfield, C. and Tilcsik, How to Prepare for a Crisis you Couldn’t Possibly Predict
- Nohria, N. What Organizations Need to Survive a Pandemic

Changing Yourself in Times of COVID
- Aarons-Mele, M. Leading Through Anxiety
- Gavett, G. When Anxiety Becomes Unbearable
- Chamorro-Premuzic, T. 5 Ways Leaders Accidentally Stress out their Employees
- Beard, A. How History’s Great Leaders Managed Anxiety
OTHER INFORMATION

EXAM DATE

There no exam for this course

DROP COURSE POLICY:

You may drop this course up until the END of the second week of classes. Students that drop a class in the third week will receive a WDN but will automatically have the grade changed to ABS. A grade of ABS is considered a failing grade. Students with relevant medical issues and supporting documentation may petition the School to have the ABS grade changed back to WDN.

ABSENTEEISM POLICY:

Students who miss a class, for any reason, will need to hand in a summary of the readings covered in the class they missed.

INFORMATION RELEVANT TO COMPLETION OF ASSIGNMENTS

All page limits agreed to in the “psychological contract” exercise done on the first day of class are “hard” and non-negotiable; in other words, aim for the upper limit in each case (e.g., a 1-page submission for an assignment with a 5-page limit will be judged as insufficient) but do not exceed it. Material beyond the stated limit will not be read and the remaining submission will be judged on its merits. For fairness and comparability, all take-home written work must be submitted typed, double-spaced, on letter-size paper, with 2.5 cm margins all-round, in Times-Roman 12, Arial 11, or equivalent font.

- In addition to content, all written work will be graded for grammar, spelling, writing style, and organization and presentation of the material.
- Cheating, plagiarism, and other instructional offences are not tolerated and can have severe penalties. What is plagiarism? If you are unsure please refer to these websites:
  - http://www2.carleton.ca/sasc/advisingcentre/academic-integrity/
- All assignments are normally marked and returned in-class one week after submission.
- Deadline extensions will not be granted and late assignments (i.e. those handed in after the class has started) will not be accepted except for university-approved reasons (e.g., on medical grounds and with appropriate documentation).
- The above evaluation plan may have to be changed if changing class conditions so warrant.

1 Thanks to Dr. N. Papadadopoulos for drawing up this list.
BASIC NORMS FOR THIS CLASS:
A CALL TO ACTION FOR LEARNING AND SUCCESS THROUGH COMMITMENT

You are investing a lot of time, energy, and money in your education. Your chances of earning a potential return on your investment in each course end when each course does. Learning and success in your education requires your active commitment to it. You will be successful in this course if during class and homework times you are prepared to learn, engage in, and commit to the learning process. I am prepared to do everything I can to help you.

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<thead>
<tr>
<th>My Commitment</th>
<th>Your Commitment</th>
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<tbody>
<tr>
<td>• Prepare a learning environment for each class.</td>
<td>• Come to all classes ready to learn and participate.</td>
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<td>• Start and finish on time, provide a break</td>
<td>• Attend all classes, attend each class in full. Missing classes and/or arriving late or leaving early, except for emergencies and with notification, is rude to the class and disruptive of the learning environment.</td>
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<td>• Cell phone/PDA switched off throughout class.</td>
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<td>• Solicit and encourage participation.</td>
<td>• Participate constructively, presenting own ideas and critiquing those of others.</td>
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<td>• Present opportunities to learn new ideas.</td>
<td>• Strive to learn, seek clarification, and ask questions.</td>
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<td>• Provide opportunities to apply new learning.</td>
<td>• Think about how to apply new learning to examples given and share with class.</td>
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<tr>
<td>• Keep up-to-date with theory and practice and link course material to current events.</td>
<td>• Make an effort to track what’s happening in your profession.</td>
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<td>• Provide assistance and opportunities to consult during class breaks, during office hours, by email, and at other times as required subject to availability.</td>
<td>• Seek assistance as issues arise. Do not expect 24 hour e-mail feedback, and consider your colleagues – the instructor deals with many students.</td>
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<tr>
<td>• Provide detailed instructions on assignments. Provide timely feedback on assignments, exams.</td>
<td>• Follow instructions. Hand assignments in on time, learn from feedback.</td>
</tr>
<tr>
<td>• Treat all course participants as responsible professionals, and act with civility and professionalism at all times.</td>
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Original prepared by Dr. L.A. Heslop; adjusted by Dr. N. Papadopoulos
Additional Information

Course Sharing Websites

Student or professor materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).

Policy on Mobile Devices

The use of mobile devices IS NOT PERMITTED in this class. It is disruptive to the instructor and class members. If you carry such a device to class, please make sure it is turned off. If an emergency situation requires you to keep it turned on, please discuss this with your instructor prior to class.

Group Work

The Sprott School of Business encourages group assignments in the school for several reasons. They provide you with opportunities to develop and enhance interpersonal, communication, leadership, followership and other group skills. Group assignments are also good for learning integrative skills for putting together a complex task. Your instructor may assign one or more group tasks/assignments/projects in this course. Before embarking on a specific problem as a group, it is your responsibility to ensure that the problem is meant to be a group assignment and not an individual one.

Letter Grades

In accordance with the Carleton University Undergraduate Calendar (p 34), the letter grades assigned in this course will have the following percentage equivalents:

- A+ = 90-100
- B+ = 77-79
- C+ = 67-69
- D+ = 57-59
- F = Below 50

- A = 85-89
- B = 73-76
- C = 63-66
- D = 53-56
- A- = 80-84
- B- = 70-72
- C- = 60-62
- D- = 50-52

Grades entered by Registrar:

- WDN = Withdrawn from the course
- DEF = Deferred

Requests for Academic Accommodation

You may need special arrangements to meet your academic obligations during the term. For an accommodation request, the processes are as follows:

Pregnancy obligation

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

Religious obligation

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

Academic Accommodations for Students with Disabilities

If you have a documented disability requiring academic accommodations in this course, please contact the Paul Menton Centre for Students with Disabilities (PMC) at 613-520-6608 or pmc@carleton.ca for a formal evaluation
or contact your PMC coordinator to send your instructor your Letter of Accommodation at the beginning of the term. You must also contact the PMC no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with your instructor as soon as possible to ensure accommodation arrangements are made. carleton.ca/pmc

Survivors of Sexual Violence
As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and is survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: carleton.ca/sexual-violence-support

Accommodation for Student Activities
Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who compete or perform at the national or international level. Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf

For more information on academic accommodation, please contact the departmental administrator or visit: students.carleton.ca/course-outline

Academic Integrity
Violations of academic integrity are a serious academic offence. Violations of academic integrity – presenting another’s ideas, arguments, words or images as your own, using unauthorized material, misrepresentation, fabricating or misrepresenting research data, unauthorized co-operation or collaboration or completing work for another student – weaken the quality of the degree and will not be tolerated. Penalties may include; a grade of Failure on the submitted work and/or course; academic probation; a refusal of permission to continue or to register in a specific degree program; suspension from full-time studies; suspension from all studies at Carleton; expulsion from Carleton, amongst others. Students are expected to familiarize themselves with and follow the Carleton University Student Academic Integrity Policy which is available, along with resources for compliance at: https://carleton.ca/registrar/academic-integrity/.

Centre for Student Academic Support:
The Centre for Student Academic Support (CSAS) is a centralized collection of learning support services designed to help students achieve their goals and improve their learning both inside and outside the classroom. CSAS offers academic assistance with course content, academic writing and skills development. Visit CSAS on the 4th floor of MacOdrum Library or online at: https://carleton.ca/csas/

Other Important Information:
- Students must always retain a hard copy of all work that is submitted.
- All final grades are subject to the Dean’s approval.
- For us to respond to your emails, we need to see your full name, CU ID, and the email must be written from your valid CARLETON address. Therefore, in order to respond to your inquiries, please send all email from your Carleton email account. If you do not have or have yet to activate this account, you can do so by visiting https://carleton.ca/its/get-started/new-students-2/